

Working in partnership – the role of Peer Assisted Study Sessions (PASS) in engaging the Citizen Scholar

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Abstract

This article argues that peer learning, specifically Peer Assisted Study Sessions (PASS), supported by academic tutors, is a valuable part of the agenda to emphasise the social mission of higher education. This study draws on data collected at two time points from respondents who were trained as PASS leaders. The data reveal that peer learning interventions nurture specific proficiencies and attributes of the Citizen Scholar, particularly creativity and innovation, design thinking and resilience. This study focuses on how PASS leader respondents conceptualise and articulate their own learning, relating it to the development of these specific proficiencies and attributes. It also offers insight into how PASS leaders foster the skills of citizen scholarship for those participating in their sessions.

Keywords

Personal tutoring, peer assisted study sessions (PASS), peer learning, peer mentoring, citizenship, the Citizen Scholar, resilience, reflective practice, creativity and innovation, process and systems thinking, co-curricular activities, employability, graduate skills.

Approaches to peer learning

The evolution of Peer Assisted Study Sessions (PASS)

Peer learning is essential to a student's transition into and across higher education, promoting the development of group-based learning strategies and independent, critical thinking. Embedded peer learning interventions also promote a sense of belonging, the importance of which was articulated in the "What Works?" Report (Thomas, 2012). The most common peer support programmes are 1:1 peer mentoring and group-based Peer Assisted Study Sessions (PASS). There are several approaches to peer learning and models of peer education (Ody and Carey, 2013). These include formal academic and pastoral peer mentoring programmes, which have a positive impact on student transition experiences, especially in a context where students, their peers and academic tutors work in partnership (Cornelius et al., 2016). Peer Assisted Study Sessions (PASS), sometimes also referred to as Peer Assisted Learning (PAL), developed from a North American model of Supplementary Instruction (SI) back in the 1960s (Hurley et al., 2006; Ody and Carey, 2009a, 2009b). There is evidence that SI, as a forerunner of PASS, improves student retention, performance and success (Etter et al., 2001; Hodges et al., 2001; Bowles and Jones, 2004). PASS involves hour-long weekly structured group study sessions, each led by a pair of PASS leaders. PASS leaders receive extensive training in facilitation skills and are supported by an academic tutor who oversees the development of a scheme, usually adhering to a set of 21 principles of Supplementary Instruction (Ody and Carey, 2009a). PASS supplements the delivery of the core curriculum, and it provides an opportunity for participants to transition into higher education socially and academically. PASS also promotes the concept of active

learning by engaging students in the pursuit of their discipline and approaches to learning within it (Zacharopoulou et al., 2015).

The benefits of PASS are now well understood: it supports improved tutor-student relationships, better channels of communication and a more realistic understanding of the learner contract and expectations (Ody, 2012; Huang et al., 2013; Byl et al., 2015; Scriver et al., 2015; Sneddon, 2015). PASS has principally been implemented in the context of student engagement and retention and has been proven to increase academic performance, improve confidence, ownership of learning and reduce the number of queries directed to tutors (Fostier et al., 2006; Fostier and Carey, 2007; Ody and Carey, 2009a, 2009b; Ody 2012). The evidence base for PASS and peer mentoring programmes has grown significantly with case studies published on the impact of peer learning in specific subject areas such as engineering (Malm et al., 2010, 2012) mathematics (Cheng and Walters, 2009), art and design (Zamberlan and Wilson, 2015, 2017) and medical disciplines (Yeung et al., 2008; Sevenhuysen et al., 2013). Papers have been written on peer learning in research and postgraduate contexts (Cusick et al., 2015) and online peer learning and mentoring programmes (Watts et al., 2015). Studies have also been completed on methods for evaluating the impact of peer learning initiatives (Paloyo, 2015). There has been an evident 'boom period' in peer learning over the last decade (Giles and Ody, 2015, 2016; Keenan, 2014).

Student engagement

Scholarship on the principles of student engagement has also developed, providing an important context to the literature on peer learning initiatives. A renewed focus on student engagement has impacted significantly on the way in which we, as a sector, work with students to explore the benefits of partnership working. This is particularly so in the design of interventions, such as PASS, to improve the learning environment. Student engagement activities also extend to the way students engage with their studies, with the campus environment, with teaching, with quality assurance and with research (Gibbs, 2016). Much has been written on the impact of student engagement initiatives on student belonging and connectedness (Thomas, 2012, 2017) and on good practice to enhance student engagement, particularly for students in the first year and in transition (Nelson et al., 2012; Collings et al., 2015). It is clear that engagement activities must relate to the way in which a student learns and the quality and experience of that learning (Trowler, 2010). Dunne (2016) has described the 'diverse names, approaches, philosophies, schemes and ways of working that describe student engagement activities' drawing upon a broad range of interventions that encompass both the academic and social sphere of learning in higher education. There has been a change in the language to describe the importance of partnership working, with students called 'co-creators', 'co-producers' or 'change agents' (Carey, 2013; Dunne, 2016). Students are even described as 'stakeholders' or 'partners' in their own learning (Flint, 2015; Russell, 2015; Bryson, 2016). New frameworks are being established to provide some clarity in the discussion of terms to describe student engagement, such as Dunne's 'Four Modes of Student Engagement' (2016) where she explores the inter-relationship between the four dimensions of partnership working: 'Design Thinking' and 'Critical Thinking' alongside student-led and tutor-led initiatives. These frameworks are directly relevant to the introduction and development of PASS schemes, and the way in which tutors engage and work with students in partnership to develop key skills and proficiencies.

PASS and the Citizen Scholar

Most PASS models use students in higher years to support those who are in year groups below them (Giles and Ody, 2015). It is argued here that this is central to a notion of active citizenship where new members of a community are inducted by older, more experienced members, into a safe environment where they can develop and explore their learning. The concept of citizenship and service to the community is central to the basic mission of higher education. In many US universities the prevalence of the word 'service' in university mission statements underscores the importance of instilling civic values in students. In public universities the definition of service relates to impact in the local economic area and civic duty whereas in private institutions the notion of citizenship and service lies in the 'formative aspects of education – promoting 'student development' and helping prepare students for the 'real world' through programmes that are academically rigorous (Morphew and Hartley, 2006). Higher education frameworks now acknowledge the importance of societal relevance and social improvement through engagement with different communities and the 'co-creation of solutions'. It has been argued that universities should transition to 'making [community] engagement more central to the core of the institution' where the benefits of such approaches include internationalisation, real-world curricula and enriched learning experiences for students (Fitzgerald et al., 2012). In 2016, Arvanitakis and Hornsby

published the Citizen Scholar framework of attributes and proficiencies, emphasising the social mission of higher education. This framework offers an opportunity to re-assess the impact of PASS and the benefits gained by trained leaders, particularly fostering a sense of citizenship, social responsibility and key graduate attributes for the 21st century. The Citizen Scholar resonates with the philosophy of peer learning, particularly the development of creativity and innovation, design thinking and resilience. The Citizen Scholar framework follows the educational philosophies of Gramsci (1971) and Freire (1970), relating learning to societal change, 'practical life' and focusing on the pedagogical process of creativity and problem-solving. The framework uses a 'chaos approach' to identify four specific 'proficiency clusters', all of which are essential for preparing our students for the challenges they will face).

To summarise, peer learning and student engagement initiatives can lead to improvements in student retention, performance and the development of key graduate proficiencies. Whilst PASS has been well-researched, most scholarship focuses on subject-specific PASS interventions and on the benefits for student attendees. Less has been said about the benefits for PASS leaders, particularly regarding the development of employability skills and, in relation to this, there has been an acknowledged shift in focus from more technical skills development to one that is broader, more student-centred and values-based, and rooted in social engagement and graduate identity as well as reflective practice. There has also been little said about the role of the academic tutor or sponsor, working alongside PASS leaders in the development of a scheme, despite studies emphasising the importance of tutor-student relationships, student-tutor contact time and the role of the personal tutor and academic advisor in student success. With the higher education agenda set very firmly on student engagement, with students as 'partners' or 'stakeholders' in their learning and with employability becoming increasingly relevant to higher education strategy, the impact of PASS in the development of graduate skills needs to be fully explored. Given the benefits of PASS to student performance and success, what is the role of the academic tutor on the development of peer learning interventions? How does PASS, as a strategic retention initiative, impact on the development of graduate skills for PASS leaders?

Methods

The PASS scheme design process

In September 2016, PASS was launched by a cross-disciplinary team at the University of Bolton, UK. PASS is aligned with a system of enhanced personal tutoring, with interventions by a group of specifically trained academic tutors. Each PASS scheme is sponsored by an academic tutor who works in partnership with students and aligns the scheme with the subject-based curriculum. The tutor role is a multi-faceted one. The tutors supporting a PASS scheme work alongside the Student Experience Office to design the scheme in their area. This includes attendance at a 'PASS demystified' session, outlined below, as well as identifying and approaching potential PASS leaders for the pilot schemes and looking at the logistics of running a scheme in their programme area at either foundation level or in year one. Several tutors also led a PASS scheme in year two. Academic tutors also attend regular review and feedback sessions to ascertain the development of their PASS schemes and make suggestions and recommendations for improvements. At times, they have also involved other colleagues with PASS who have also become important sponsors of the scheme. Finally, they have been involved in meeting regularly, at least once a week, with the PASS leaders to co-design sessions and offer support for implementing different strategies, also discussed below.

A 'PASS demystified' session was delivered for academic colleagues in January 2016 using the PASS approach to raise awareness of the impact of peer learning. Academic tutors sponsoring PASS were identified in the nine months to September 2016 and ten pilot schemes were designed, attached to specific modules in each programme area. 32 PASS leaders were trained in September 2016, undertaking a two-day leader training programme. The training facilitated the development of techniques in creativity and innovation, design thinking, cross-team working and resilience. Working in cross-disciplinary teams, leaders were encouraged to understand that PASS techniques could be applied in any subject area and, through the development of advanced facilitation skills, they were asked to shift their focus to become more process-driven and work on their systems thinking. PASS strategy cards were introduced on day two of the training to emphasise the different tools, techniques and strategies that could be employed by PASS leaders in designing sessions for peer groups. The cards were introduced by Texas A&M University and further developed by the University of Manchester, UK, designed to help PASS leaders encourage their participants to improve their study habits. They are divided into five themes: (1) problem solving, (2) organisational, (3) study skills, (4) recall and review

and (5) big picture and were compiled from session ideas developed by PASS leaders themselves, submitted via the Manchester peer support website and are available for use by other universities. Academic tutors were present during the two days and were heavily involved in sponsoring the leaders through the training process.

Participants

The participants were a mix of undergraduates from a range of disciplines including law, business management, media, psychology, sport development and coaching, early years education and motorsport engineering. The participants were undertaking either foundation or year one of study. The PASS leaders were a mix of undergraduates who had to be from the same discipline areas in order to run a scheme in that programme. The PASS leaders were all in year two or three of study. Of the 32 PASS leaders who were trained, 53% were female (N=17), 47% were male (N=15), 78% were white (N=25), 9% were Black (N=3) and 13% were Asian (N=4). The academic tutors were 9 full time academic staff: 34% were male (N=3) and 66% female (N=6). 66% were working at Lecturer level (N=6), 22% at Senior Lecturer level (N=2) and 12% (N=1) working at Assistant Lecturer level. The academic tutors were all teaching in the specific disciplines where the pilot schemes were running. One tutor ran two pilot schemes.

Data collection

This research was approved by the Research Ethics Committee at the University of Bolton. A mixed-methods approach was used for data collection and questionnaires were constructed, based heavily on student reflection and evaluation of their own learning development over a period of time. At time point one in early September 2016, participants completed a questionnaire, yielding a set of responses on the implementation of PASS. At time point two, PASS leaders were brought back together again to participate in a large-scale focus group with their academic sponsors. The focus group took place eight weeks after the initial training, in November 2016, giving leaders the chance to reflect on the implementation of the first few PASS sessions in their area. Another questionnaire was also issued at this stage asking the leaders to reflect on the development of specific skills such as critical thinking, problem solving and resilience. A questionnaire was also issued to academic sponsors, asking them to reflect on the differences noted in the PASS leaders and student participants and to comment on the development of the scheme in their programme area. Both sets of questionnaires were used to ascertain how leaders, students and tutors were working in partnership.

Data analysis

Data was collated, analysed and coded using a thematic content analysis advocated by Braun and Clarke (2006) and Bryman (2008). The four Citizen Scholar 'proficiency' clusters (1) creativity and innovation, (2) design-thinking, (3) resilience and (4) cross-team working were treated as key themes in the analysis, alongside (5) tutor support. The key words emerging from a close reading of the transcripts were highlighted and coded as sub-themes, later attached to each proficiency cluster. Further analysis involved highlighting the way in which PASS leaders conceptualised the development of these key attributes and skills, serving to identify a number of key elements which came up regularly under each sub-theme. For the purposes of analysis, the number of instances where respondents referred to specific proficiencies and attributes in the Citizen Scholar framework were counted to produce results and to understand how participants developed their thinking and shifted their focus between the two time points.

There were 26 respondents at time point one and 16 respondents at time point two. Six academic sponsors also participated in the focus groups and filled out a questionnaire at time point two. From the transcripts, several key themes and sub-themes emerged and the number of respondents mentioning specific proficiencies and attributes was summarised.

Results/findings

Tutor support

Tutor support and partnership working is integral to helping PASS leaders develop as Citizen Scholars. Table 1 outlines the number of PASS leaders who mentioned tutor support in their responses.

<< Insert Table 1 here >>

At time point two all respondents mentioned the involvement of their tutor in the scheme. PASS leaders articulated their tutors' participation in terms of the support and guidance they were given, with 62.5% commenting on this specifically and 75% referring to the way in which they were working in partnership with their tutors. Specific features in the qualitative analysis refer to the directive support of tutors in co-design, helping to plan sessions, coordinate delivery, develop knowledge and open up channels of communication: 'always in communication, emails are sent and received regularly, debriefs take place weekly'. Tutors and leaders worked together to problem-solve typical issues such as timetabling clashes, subject-specific content and to raise general awareness of the scheme: 'We are working together on times, rooms and encouraging attendance. We have visited the students during class time to encourage attendance...he is always there for advice when we have any questions or guidance regarding our role as PASS leaders'.

Tutor responses focused on co-designing and planning sessions, including collective decision-making about the delivery of content and feeding back to leaders after each session. Tutors were also working with students to instil a sense of independence and ownership of each scheme: 'my tutor has faith [in] me and my colleague to take the sessions...without him being there to observe us' and 'he trusts us to deliver the sessions with minimal participation from him'. Another strong theme emerging in the partnership working between leaders and tutors is feedback from PASS participants and highlighting any issues which need resolving, for example, managing student expectations: 'they very much appreciate the unique support that can be provided by X informally in terms of what to expect from the course, how to find their way around the university and so on'. The transcripts show that leaders felt that they were developing their ethical leadership skills by working in partnership with their tutors, who helped them to understand that leadership is a process and not a hierarchy. The above data show that working in partnership has encouraged leaders to approach PASS in a process-driven way where they are supported, often from a slight distance, to apply their problem-solving and critical thinking skills, as well as develop systems thinking and to find new ways to troubleshoot issues and engage learners. Tutor involvement provides them with a safe environment in which to nurture these skills.

Creativity and innovation

When discussing their own learning development, PASS leaders articulated this by referring to skills within the proficiency cluster of creativity and innovation, often recognising how working together helped everybody to practice key skills. Responses (see Table 1) include the development of critical thinking, problem-solving, reflexivity, process-driven approaches and systems thinking. Figure 1 demonstrates how respondents articulated key proficiencies and attributes, relating them to specific activities or skills such as the creation of resources, team work and different strategies/techniques.

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At time point one, the majority of respondents (88%) focused their responses on becoming process-driven and developing systems thinking. At time point two, this decreased to 56.25%, as their focus had shifted elsewhere. At time point two, more respondents focused instead on problem-solving techniques and also reflexivity, with 68.75% of leaders articulating how they felt they had developed their problem-solving abilities and 75% commenting on reflective practice. When articulating how they had developed critical thinking and problem-solving, most respondents mentioned skills in planning, organisation and time management and this increased over time from 58.3% at time point one to 62.5% at time point two. At time point two 56.25% of leaders were also conscious of developing their confidence, which was mentioned in the context of working in partnership. 18.75% of leaders at time point two referred specifically to creating long-term and systems approaches to PASS: 'PASS has enabled me to start thinking more long-term, having to plan sessions to tailor to the needs of the students'.

The responses also demonstrate how PASS leaders were exploring the development of skills in creativity and innovation. At time point one, one respondent commented that making plans was 'new to me completely', emphasising how the PASS leader training had helped them to adopt a new perspective on their studies. At time point one, 23 respondents focused on how they would design and deliver sessions, referring specifically to working in partnership, being process-driven and developing

systems-thinking: 'I have learned a great deal of new strategies...to teach new students [about] university life and I am really looking forward to applying all of these theories in practice'. At time point one, 12 respondents referred to their leadership role, mentioning specific strategies and techniques, and this was usually expressed in the context of citizenship, that is being mindful about the development of their student participants: 'I plan on getting the students engaged [to] an extent where they feel relatively confident progressing throughout the year. I can use the ideas to keep the sessions fresh and entertaining'.

In articulating how they would develop their critical thinking and problem-solving skills, at time point one, 3 respondents mentioned that they had plans to develop further resources and course materials and 4 respondents mentioned how they would work as part of a team with their tutors and fellow PASS leaders: 'meeting up with my counterpart to discuss strategies'; 'creating session plans whilst constantly reviewing feedback and requesting notes'; 'create my own toolbox' and 'I will create my own 'how-to' guide and tick as I go along'.

At time point two this focus had shifted concretely to describing how things were actually working in practice. Leaders articulated how they had applied critical thinking and problem-solving skills in relation to the planning and delivery of sessions. 10 respondents commented on this specifically at time point two: 'sometimes it's best to leave the plan/structure of the session and let the students decide what they want to talk about'; 'it has prompted better organisation and more time management' and 'PASS has helped me with thinking on my feet and solving problems on the spot. It has also helped other skills such as management and organisation'. 9 respondents commented on the development of their own levels of confidence and 12 respondents mentioned reflective skills. Again, this was usually expressed as being done in partnership with others, in a non-hierarchical process: 'being able to discuss particular topics or issues and then reflecting and sharing our own experiences seems to be very welcomed by the students'; 'PASS has [helped me to] develop my presentation skills and my confidence in standing in front of a crowd, it has also boosted my capabilities in leadership and responsibility' and 'it's taught me to reflect on discussions and issues raised that perhaps weren't obvious before, it's also helped me to critically analyse a problem before attempting to find a solution'.

Tutor responses focused specifically on leaders' problem-solving, skills, witnessed by working in partnership with leaders in the delivery of each scheme. As with the leaders, this was articulated in terms of thinking on one's feet: 'X's problem solving skills have also had a boost. Several times she had to think on her feet in PASS sessions when the group discussions went off-topic'. The development of critical thinking and reflective skills were discussed in relation to improvements in leaders' approach to their own assignments. Again, an increase in planning and organisation was also highlighted: 'In the first semester X appeared to be more focused and taking responsibility for her own learning by reflecting on mistakes she made in the first year. She acknowledges that PASS has enabled her to become more reflective and aware of her own approaches to academic study. She is also more organised and preparing work well in advance of deadlines. She is much more committed to the course and has achieved better marks for her work. Her module results have increased by 10-15% on average which is a great achievement given that she has also made a transition from HE4 to HE5 and the expectations have increased'.

Resilience

The development of problem-solving and critical thinking skills was often expressed in terms of resilience. There was a marked increase in respondents reflecting on their own resilience between time points one and two, specifically mistakability, perseverance, adaptability and flexibility. At time point two, 68.75% of respondents discussed developing perseverance, and 75% discussed adaptability and flexibility compared to just 3.8% at time point one. Again, resilience was closely aligned with planning and organisation and in the context of working together as part of a team: 'PASS has helped in...adaptability due to the fluctuating numbers that attend the sessions, at first we didn't plan a fall back...but we have learned from our mistakes since then' and 'we have had a couple of instances where we have had to adapt games because there has been a smaller turnout'. Adaptability and flexibility were often associated with partnership working, thinking on one's feet and planning content for specific sessions: 'I'm able to think on my feet better and adapt to an unforeseen situation'; 'flexibility when the topic shifts in session'; 'I have gone into a lesson with an expectation of lots of students [but] had to think on my feet and throw questions back at them rather than answer'; 'one week the session was not properly planned or structured so we had to improvise and that helped my confidence under stressful situations' and 'the students...had problem after problem but I think we helped them to see

that university isn't easy'. Resilience was seen as a key part of the process, where leaders remained in the situation, persevering to ensure that the schemes were a success. Tutors also reflected on this, often expressing how they were working in partnership with their leaders to ensure that they became more resilient. In one case, a fellow PASS leader 'who was co-leading left the scheme so X had to step up and lead the group of 22 students on her own. Despite the fact that this required more time commitment on her part, she insisted that she continued with the scheme and has worked very hard since to deliver sessions and discuss plans with me'.

Design thinking

The importance of social responsibility and citizenship was most evident when PASS leaders discussed working in partnership with participants, and how their students were developing as learners. PASS leaders often expressed this in terms of design thinking, specifically ethical leadership and people-centred thinking (see Table 1), with many expressing how they were working together to design sessions around the needs of the students. Respondents demonstrated particularly high levels of people-centred thinking at both time points, 100% and 93.75% respectively, and were very conscious of their student learner experience. People-centred skills were articulated in different ways and were closely aligned with citizenship, working in partnership and a sense of social responsibility for the welfare of student participants. Figure 2 demonstrates how respondents articulated the development of these key proficiencies and attributes, this time relating them to the specific activities or skills that they witnessed their student participants developing such as confidence, communication skills, community-building and collegiality, as well as levels of engagement.

<< Insert Figure 2 here >>

At time point one, 10 respondents (38.4%) were focused on how PASS helped participants to develop independence, and 11 respondents (42.3%) discussed helping their peers with assignments, essays and getting good grades. A shift in thinking had occurred at time point two: independence and assessments went unmentioned and, instead, several (56.25%) focused on how PASS had helped to foster a vibrant learning community in their discipline: 'they are socialising more as they have created an online group for further interaction outside class'; 'I have noticed more team working and interaction'; 'the extension of meeting other students across the year groups...opens up new ideas and possibilities' and 'keeping in mind their fresh new perspective as newer students keeps me from getting too bogged down in my own work and stuck in a rut'.

62.5% of respondents discussed levels of participant engagement, and articulated this in the context of confidence and communication skills: 'I do believe PASS is making a distinct difference with the foundation Psychology group. I can see collaborative learning taking place, students are engaged with the topic and coming up with ideas which demonstrated critical thinking which will be useful later on'.

Confidence was an important part of PASS leader respondents' people-centred thinking with 50% of leaders at time point two mentioning this in their transcript: 'they seem to have come out of their shell a little bit' and 'I have noticed that confidence has improved in most students'; 'students seem to have grown in confidence and are increasingly reassured with their work and what is expected of them'. In terms of the PASS leaders' view of their own design thinking, at time point one 46% considered their role as a leader in delivering PASS techniques whereas at time point two, several respondents (31.25%) were instead considering their ability, as leaders, to offer advice, guidance and support: 'I know exactly how they feel so I can help them by providing tips/support'; 'some students come to us after the sessions and ask us more questions about the course'; and 'students are engaging a lot and feel free to ask us questions that they may not ask tutors'. Tutors, too, were also noticing a difference in both PASS leaders and participants working together: 'I'm in the middle of marking the first assignment...a large proportion of the students have mentioned PASS...as being an opportunity to help them develop. All who have written about it have done so in a really positive way, and have been complimentary of leaders. Some of the descriptions of [leaders] as a group have been that [they] are approachable, encouraging and supportive'.

Tutors also articulated the development of a community amongst PASS leaders and participants, describing this in terms of an ongoing conversation: 'Those students who are engaged get a lot of value from the sessions and PASS is providing a forum to raise questions and see things from another

student's point of view. The PASS sessions around the assignments have been particularly useful which have been driven by the need identified by PASS leaders in conversation with students'.

Conclusion

This study investigated the impact of PASS initiatives on the development of student PASS leaders and aimed to shed further light on the involvement of the academic tutor in peer learning interventions. It also aimed to contribute to the lack of evidence of the impact of PASS schemes on the development of student PASS leaders and employability skills. This research provided important insights into PASS as a student engagement initiative, emphasising the role of partnership working in the co-design of a PASS scheme, and highlighting how tutors and student PASS leaders worked together to make improvements to the overall learning environment. The study also shed light on academic tutors' and PASS leaders' perceptions and reflections of how they are developing key skills, using the Citizen Scholar framework to explore particular proficiency areas. Tutor and student reflections suggest that the PASS approach provides a safe environment in which to test out new skills with emphasis placed on community, communication and collegiality. PASS leaders reflected on their development over an eight-week period and discussed different skills under the proficiency clusters of creativity, innovation, design-thinking and resilience. PASS leaders reported that they had developed confidence to appreciate the process of their learning rather than just the product. Their reflections indicate that they were socially conscious, mindful of the development of their student participants and were exploring their own leadership in a non-hierarchical manner. PASS leaders' perceptions of their development was largely tied up with how they went about creating a safe, friendly, stimulating and interactive environment for their participants and how they had applied this approach to addressing specific problems in their discipline.

These findings help to contribute to the existing literature which has documented the impact of PASS on student participants, improving academic performance, confidence, ownership of learning and reducing the number of queries directed to tutors (Fostier et al., 2006; Fostier and Carey, 2007; Ody and Carey, 2009a, 2009b; Ody 2012). A large number of benefits of PASS relate to the active learning environment, in which academic tutors play an important part. The use of the Citizen Scholar framework during this study reflects the shift towards student-centred, values-based and social engagement models already highlighted in the literature (Zacharopoulou et al., 2015; Ford et al., 2015) and provides a different model within which to explore the importance of student-tutor engagement and the language used to describe such activities and relationships (Dunne, 2016). The findings also help to address the lack of literature exploring the development of PASS leaders themselves (Skalicky and Caney, 2010; Zacharopoulou et al., 2015), particularly around the concept of citizenship and what it means.

There are some limitations to this study. Firstly, the evidence base is restricted, to undergraduates, only from the disciplines of law, business management, psychology, sports development and coaching, early years education, media and motorsport engineering and one university in one cultural context (the UK). Secondly, the data came only from self-reports from participants and not by analysis of their actual behaviour. There is a need for a longitudinal approach where analysis could assess the development of key skills for PASS leaders over a longer period of time, building the evidence base for the embedding of PASS schemes within the curriculum. Dunne's framework could be directly applied, as a separate and further research study, to examine the benefits of tutor-student partnership in the co-design of PASS initiatives. Thirdly, the results of this study are based on a small sample size. Further research could adopt a more large-scale quantitative approach to assess the statistical significance of PASS on the development of the four proficiencies. The data for this study was self-reported, which can contain various potential sources of bias. An analysis using direct measures would be useful as future work. It is also possible to extend the investigation to look at direct measures of PASS leaders' learning gain over a period of time. This would involve adopting specific methods to measure particular proficiencies prior to their involvement in PASS and then taking subsequent measures during and after their involvement in PASS to assess whether their level of skill had increased.

The involvement of PASS leaders in co-designing PASS schemes is said to help to break down social barriers, make learning relevant and more aligned to real-world issues. As students and tutors work together in such a scheme, this can lead to different approaches to the design of the curriculum in terms of feedback and content delivery. The data for this project have demonstrated that PASS has the potential to boost participation and create the conditions for meaningful engagement and partnership

working, with tutors and students as 'co-creators'. Further work to embed the Citizen Scholar, and other frameworks, within the delivery of PASS and other peer learning initiatives will help universities to realise their social mission.

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Thematic content analysis of proficiencies and attributes	Time Point 1 number of respondents mentioning proficiencies and attributes	Time Point 2 number of respondents mentioning proficiencies and attributes	Time Point 1 percentage of respondents mentioning proficiencies and attributes	Time Point 2 percentage of respondents mentioning proficiencies and attributes
TUTOR SUPPORT				
Involvement of Tutor	9	16	34.6%	100%
Working together	6	12	23%	75%
Support/guidance	4	10	15.3%	62.5%
Knowledge/information	4	8	15.3%	50%
Communication	4	6	15.3%	37.5%
Trust	1	1	3.8%	6.25%
CREATIVITY & INNOVATION				
Critical Thinking	17	8	65.3%	50%
Problem-solving	17	11	65.3%	68.75%
Reflexivity / reflective	19	12	73%	75%
Entrepreneur	0	0	0%	0%
Process-driven	23	9	88%	56.25%
Systems thinking	23	9	88%	56.25%
DESIGN THINKING				
Ethical Leadership	6	4	23%	25%
People-centred thinking	26	15	100%	93.75%
Aesthetics/design	0	1	0%	6.25%
RESILIENCE				
Mistakability/perseverance	1	11	3.8%	68.75%
Adaptability, flexibility	1	12	3.8%	75%

Table 1. The number of PASS leader respondents mentioning specific proficiencies and attributes at two different time points.

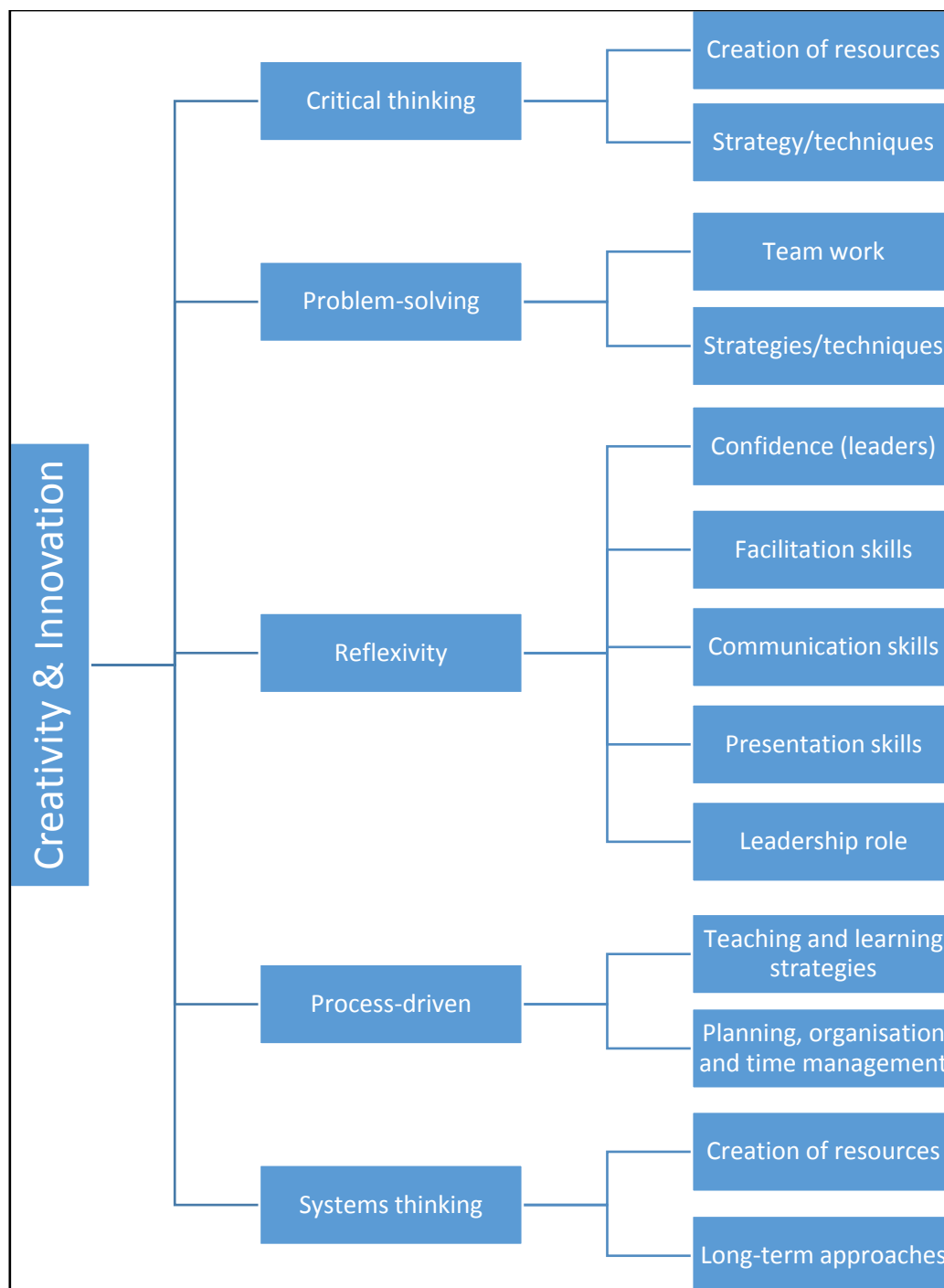


Figure 1. Thematic content analysis of proficiencies and attributes concerning creativity and innovation.

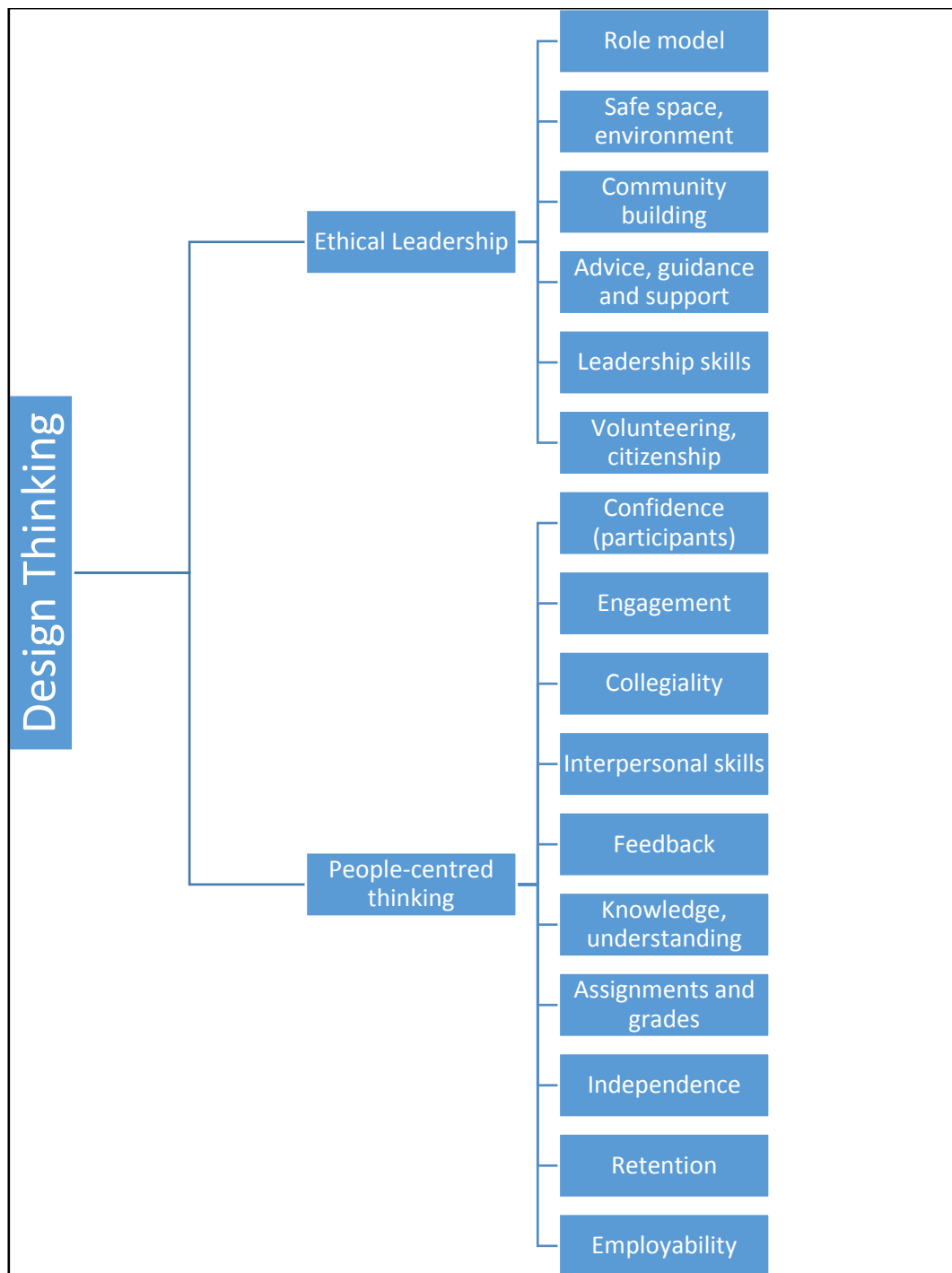


Figure 2. Thematic content analysis of proficiencies and attributes concerning design thinking.